

Year 5
Remote Learning
Activities



In addition to your daily learning, you need to do at least one additional task each day:

- Complete a topic linked task (see list of suggested activities)

or

- Set yourself (and practise) a personal challenge
e.g. learn to tie your shoe laces, practise a new skill (e.g. sewing) or cook a dish

- Go on a website to further your learning

E.g.

Spelling Match

Match the homophone with its meaning

http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmsv/smg/smg.thtml&game_file=game_4_06&grade=4&unit=6

Decimal placement

Decide whether your decimal number should go in the right, middle or left lane

<http://fluencychallenge.com/play/play-akira.html>

The Claw!

Match the decimal to the percentage

<http://fluencychallenge.com/play/play-claw.html>

GPS Bitesize

Take your pick with any of these GPS games and explanations

<https://www.bbc.co.uk/bitesize/topics/zhrd2p>

Daily 10

Take your pick of maths themes to revise; can you reduce your time after the third go?

<https://www.topmarks.co.uk/maths-games/daily10>

5-a-Day Maths

Try these maths quizzes and see if you can move from bronze to silver, or even to gold or platinum...

<https://corbettmaths.com/5-a-day/primary/>

Spelling Lists




Use your spelling strategies to practise spelling the words from the Year 3/4 and Year 5/6 Spelling lists.

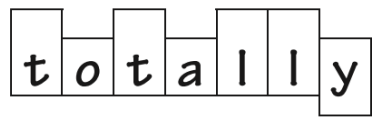
When you have learnt to spell all of the words, write them in sentences to show that you understand the meaning of them.



Challenge:

Can you include at least two of your spellings each week in conversations with your family?

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _____ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

Year 5 and 6 Word list

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Year 3 and 4 Word list

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Topic based activities



Year 5 long term linked homework

Focus = Chocolate



In addition to your weekly homework, we would like you to complete at least 3 tasks linked to chocolate by Wednesday 21st October. These can be from the tasks below, or you can think of your own.

- Choose some products containing chocolate (about 10) and write as many mathematical facts about them as you can. E.g. fat content, price and size of packaging.
- Create a presentation on the Aztecs or the history of chocolate.
- Ask friends and/or your family for their favourite chocolate recipes and create a chocolate recipe book.
- Create a 3D scene from The Chocolate Touch or Charlie and the Chocolate Factory.
- Write your own chocolate related story, poem or song.
- Find a chocolate recipe, make it and evaluate it.
- Find 3 different shaped packages containing a chocolate product (not all cuboids). Create your own nets for these, remembering to include the flaps.
- Find a recipe containing chocolate; work out how much it would cost to make it.
- List as many films, books and songs linked to chocolate as you can.

- Create your own chocolate survey. Ask any chocolate related question to as many people as you like e.g. how many chocolate bars do you eat in a week? Create the data in a tally chart and then present it as a graph.
- Produce a still life painting/drawing of a chocolate-based product.
- Choose a chocolate bar. If you could share it with anyone in the world, who would it be and why? Share your thoughts in a written form in between 150 and 200 words.
- Find out about calories and exercise. What would you need to do to work off the calories in different chocolate products?
- Using maps, pictures and captions, describe the possible journey of a bar of chocolate from the country the cacao beans were grown in to the shop that sells that product.
- Find out about Fair Trade products.

